



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Representing the expectation of learning for the course(s) listed

	K	1	2	3	4
Unit 1	Let's be Friends Time Frame: 5 Weeks August-September Key Learning Targets: • I can say hello and goodbye. • I can introduce myself. • I can understand and respond to expressions of courtesy, such as expressions of gratitude and grace (i.e. thank you, you're welcome, please) • I can understand and respond to basic classroom commands for instruction. • I can identify numbers 0-10.	Let's be Friends Time Frame: 5 Weeks August-September Key Learning Targets: • I can say hello and goodbye. • I can respond when asked how I am feeling. • I can introduce myself. • I can understand and respond to expressions of courtesy, such as expressions of gratitude and grace (i.e. thank you, you're welcome, please) • I can understand and respond to basic classroom commands for instruction. • I can identify numbers 0-20, weather, months, and days of the week.	Let's be Friends Time Frame: 5 Weeks August-September Key Learning Targets: • I can say hello and goodbye. • I can respond when asked how I am feeling. • I can introduce myself and others. • I can understand and respond to expressions of courtesy, such as expressions of gratitude and grace (i.e. thank you, you're welcome, and please) • I can understand and respond to basic classroom commands for instruction. • I can identify numbers 20-30, weather, months, and days of the week.	Let's be Friends Time Frame: 5 Weeks August-September Key Learning Targets: • I can say hello and goodbye. (Hello, how's it going, goodbye, see you later) • I can respond when asked how I am feeling. • I can introduce myself and others. • I can use courtesy phrases (Pardon me, excuse me, I am sorry, and please) • I can understand and respond to basic classroom commands for instruction. • I can ask and tell my birthday and age. • I can say where I am from. • I can ask where someone is from. • I can ask and tell my birthday and age. • I can identify numbers 0-100, weather, months, and days of the week.	Let's be Friends Time Frame: 5 Weeks August-September Key Learning Targets: • I can respond when asked how I am feeling. • I can introduce myself and others. • I can describe myself and others (bajo(a), alto(a), color de pelo y ojos, guapo(a)) • I can use courtesy phrases (Pardon me, excuse me, I am sorry, and please) • I can understand and respond to basic classroom commands for instruction. • I can ask and tell my birthday and age. • I can ask where someone is from. (¿De dónde eres?) • I can recognize information questions and interrogative words. (¿Qué, Dónde, De dónde, Quién, Por qué, Cómo, Cómo se dice?) • I can identify numbers 0-1,000, weather, months, and days of the week.



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Unit 2	A Day in the Classroom Time Frame: 5 weeks September-October Key Learning Targets: • I can identify school supplies we use in our classrooms. • I can identify colors. (Red, orange, yellow, green, blue, purple, brown) • I can identify what I like and what I don't like. • I can identify numbers 0-10.	A Day in the Classroom Time Frame: 5 weeks September-October Key Learning Targets: • I can identify school supplies we use in our classrooms. • I can identify colors (Red, orange, yellow, green, blue, purple, brown, black, grey) • I can identify what I like and what I don't like. • I can identify numbers 0-20, weather, and days of the week.	A Day in the Classroom Time Frame: 5 weeks September-October Key Learning Targets: • I can identify school supplies we use in our classrooms. • I can identify places in the school. (Cafeteria, library, clinic, restroom, classroom, playground, gym) • I can identify colors (Red, orange, yellow, green, blue, purple, brown, black, grey) • I can identify what I like and what I don't like. • I can identify numbers 20-30, weather, and days of the week.	A Day at School Time Frame: 5 weeks September-October Key Learning Targets: • I can name the school supplies and ask for items that I need. (I need, have) • I can identify places in the school. (Cafeteria, library, clinic, restroom, classroom, playground, gym) • I can identify colors. (Red, orange, yellow, green, blue, purple, brown, black, grey, pink) • I can identify what I like and what I don't like. • I can recognize information questions and interrogative words. (¿Qué, Dónde, De dónde, Quién, Por qué, Cómo, Cómo se dice?)	A Day at School Time Frame: 5 weeks September-October Key Learning Targets: • I can name and describe colors (Red, orange, yellow, green, blue, purple, brown, black, grey, pink) of school supplies, and ask for items that I need. (I need, have) • I can identify where a school supply is placed (lápiz en la mesa, papel en la silla) • I can identify places in the school. (Cafeteria, library, clinic, restroom, classroom, playground, gym) • I can tell time on the hour. • I can describe my school schedule. • I can identify what classes I like and what I don't like.



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Unit 3	Family and Celebrations Time Frame: 5 weeks November-December Key Learning Targets: - I can respond when asked how I am feeling. - I can identify what I like and what I don't like. - I can identify immediate family members. - I can recognize celebrations, holidays, and traditions. - I can identify numbers 0-20.	Family and Celebrations Time Frame: 5 weeks November-December Key Learning Targets: - I can respond when asked how I am feeling. - I can identify what I like and what I don't like. - I can identify immediate family members. - I can recognize celebrations, holidays, and traditions. - I can identify numbers 20-30.	Family and Celebrations Time Frame: 5 weeks November-December Key Learning Targets: - I can respond when asked how I am feeling. - I can identify what I like and what I don't like. - I can identify immediate family members and pets. (Cat, Dog) - I can identify food. - I can recognize celebrations, holidays, and traditions. - I can identify numbers 20-30.	Family and Celebrations Time Frame: 5 weeks November-December Key Learning Targets: - I can respond when asked how I am feeling. - I can identify what I like and what I don't like. - I can identify extended family members and pets. - I can recognize and categorize the difference between Masculine and Feminine words. (Woman, man, lady, gentleman, he, she, boy, girl) - I can identify foods and express likes and dislikes. - I can identify traditional food associated with particular celebrations..	Family and Celebrations Time Frame: 5 weeks November-December Key Learning Targets: - I can identify and describe extended family members and pets. - I can recognize and categorize the difference between Masculine and Feminine words. (Woman, man, lady, gentleman, he, she, boy, girl) - I can identify foods and express likes and dislikes. - I can identify traditional food associated with particular celebrations. - I can identify and name basic mathematical expressions (add, subtract, multiply).
Unit 4	My Body Time Frame: 5 weeks January - February Key Learning Targets: - I can identify and name main body parts. (Head, arms, legs, feet, eyes) - I can express when something hurts. (It hurts) - I can identify clothing items. (T-Shirt, pants, shorts, dress, shoes) - I can identify numbers 0-20. - I can recognize days of the week.	My Body Time Frame: 5 weeks January - February Key Learning Targets: - I can identify and name main body parts. (Head, arms, legs, feet, eyes, ears, mouth, hand, nose) - I can express when something hurts. (It hurts) - I can identify clothing items. (T-Shirt, pants, shorts, dress, shoes, skirt, sweater, jacket) - I can identify numbers 20-30.	My Body Time Frame: 5 weeks January - February Key Learning Targets: - I can identify and name main body parts. (Head, arms, legs, feet, eyes, ears, mouth, hands, nose, fingers, toes, back) - I can tell you two body parts that hurt based on a visual. (It hurts) - I can identify clothing items. (T-Shirt, pants, shorts, dress, shoes, skirt, sweater, socks, jacket) - I can identify two clothing items that I am wearing.	My Body Time Frame: 5 weeks January - February Key Learning Targets: - I can identify and name main body parts. (Head, arms, legs, feet, eyes, ears, mouth, hands, nose, fingers, toes, back, knee, elbow, stomach) - I can tell you three body parts that hurt based on a visual. (It hurts) - I can identify clothing items. (T-Shirt, pants, shorts, dress, shoes, skirt, sweater, socks, jacket, tennis shoes) - I can identify three clothing items that I am wearing. (I'm	My Body Time Frame: 5 weeks January - February Key Learning Targets: - I can identify and name main body parts. (Head, arms, legs, feet, eyes, ears, mouth, hands, nose, fingers, toes, back, knee, elbow, stomach) - I can tell you three body parts that hurt based on a visual. (It hurts) - I can identify and describe (colors) clothing items. (T-Shirt, pants, shorts, dress, shoes, skirt, sweater, socks, jacket, tennis shoes) - I can identify three clothing



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		I can recognize days of the week.	(I'm wearing...) - I can identify numbers 20-30. - I can recognize days of the week and months of the year.	wearing...) - I can identify numbers 0-100 - I can tell you the day and month.	items that I am wearing. (I'm wearing...) - I can identify clothing prices in a foreign currency (pesos) - I can identify numbers 0-1,000. - I can tell you the date.
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Unit 5	Weather and Seasons Time Frame: 5 weeks February - March Key Learning Targets: - I can communicate about what the weather's like today. (It's sunny, windy, cold, hot) - I can identify the four seasons. (Summer, fall, winter, spring) - I can identify numbers 0-20, and days of the week.	Weather and Seasons Time Frame: 5 weeks February - March Key Learning Targets:: - I can describe the current weather using weather phrases. (What's the weather like today? Today is..., It's nice, bad day, sunny, windy, hot, cold, cloudy, raining, snowing) - I can identify the four seasons. (Summer, fall, winter, spring) - I can say one clothing item I am wearing - I can identify numbers 20-30, weather, months, and days of the week.	Food and Health Time Frame: 5 weeks February - March Key Learning Targets: - I can describe my likes and dislikes. - I can name different foods including healthy and unhealthy choices. - I can name different foods I eat for breakfast, lunch, and dinner. - I can count by 10's. (0-100) - I can identify weather, months, and days of the week.	Food and Health Time Frame: 5 weeks February - March Key Learning Targets: - I can express my likes and dislikes. - I can name different foods including healthy and unhealthy choices. - I can name different foods I eat for breakfast, lunch, and dinner. - I can categorize food, beverages, and desserts. - I can count by 10's (0-100), weather, months, and days of the week.	Food and Health Time Frame: 5 weeks February - March Key Learning Targets: - I can express my likes and dislikes. - I can name different foods including healthy and unhealthy choices. - I can name different foods I eat for breakfast, lunch, and dinner. - I can categorize food, beverages, and desserts. - I can identify food prices in a foreign currency (pesos) - I can count by 100's (0-1,000), weather, months, and days of the week.



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Unit 6	My Community Time Frame: 5 weeks April - May Key Learning Targets: ● I can identify places in my community. (House, school, store, supermarket, restaurant) ● I can use adjectives to describe places in my community. (Big, small, medium) ● I can identify numbers 0-20. ● I can recognize days of the week.	My Community Time Frame: 5 weeks April - May Key Learning Targets: ● I can identify places in my community. (House, school, store, supermarket, hospital, bank, restaurant) ● I can use adjectives to describe places in my community. (Big, small, medium) ● I can identify numbers 20-30. ● I can recognize days of the week.	My Community and Transportation Time Frame: 5 weeks April - May Key Learning Targets: ● I can identify places in my house. (House, bedroom, kitchen, living room, dining room, bathroom, garage, backyard) ● I can use adjectives to describe places in my house. (Big, small, medium) ● I can identify places in my community. (House, school, store, supermarket, hospital, park, bakery, bank, restaurant) ● I can identify modes of transportation. (Car, bus, bicycle, train, airplane) ● I can count by 10's. (0-100)	My Community and Transportation Time Frame: 5 weeks April - May Key Learning Targets: ● I can identify places in my community. (House, school, store, supermarket, hospital, park, bakery, bank, restaurant) ● I can use adjectives to describe places in my community. (Big, small, medium) ● I can identify modes of transportation. (Car, bus, bicycle, train, airplane, boat) ● I can describe how I travel within my community. (I travel to....) ● I can count by 10's. (0-100) ● I can identify weather, months, and days of the week.	Global Community and Transportation Time Frame: 5 weeks April - May Key Learning Targets: ● I can identify places in my house. ● I can describe my bedroom. ● I can identify places in my community. ● I can use adjectives to describe places in my house and in my community. (Big, small, medium) ● I can categorize modes of transportation. (land, air, and water) ● I can describe how I travel within my community. (I travel to....) ● I can count by 100's. (0-1,000) ● I can identify weather, months, and days of the week.